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**EFL LEARNING STRATEGY USE: THE CASE OF MALE AND FEMALE
PREPARATORY STUDENTS**

BY
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**EFL Learning Strategy Use: The Case of Male and Female
Preparatory Students**

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TABLE OF CONTENTS

Content	Page
Acknowledgements	i
Abstract	vi
List of Tables	vii

CHAPTER ONE: INTRODUCTION

1.1. Background of the Problem -----	1
1.2. Statement of the Problem -----	3
1.3. Objectives of the Study -----	5
1.3.1. Main Objective -----	5
1.3.2. Specific Objectives -----	5
1.4. Significance of the Study -----	6
1.5. Limitation of the Study -----	7
1.6. Delimitation -----	7

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. The Concept of Gender and Sex -----	8
2.2 Learning Strategies -----	9
2.3 Categories of Learning Strategies -----	10
2.3.1 Memory Strategies -----	10
2.3.2 Cognitive Strategies -----	11
2.3.3 Compensation Strategies -----	11
2.3.4 Metacognitive Strategies -----	12
2.3.5 Affective Strategies -----	12
2.3.6 Social Strategies -----	12
2.4. Characteristics of 'Good' Language Learners -----	13
2.5. Features of Language Learning Strategies -----	13
2.6. The Role of Language Learning Strategies in EFL -----	15
2.7. Gender and Language Learning Strategies -----	16

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Sampling -----	19
3.1.1. The School and Grade -----	19
3.1.2. Students -----	19
3.2. Instruments -----	20
3.2.1. The Self-Report Questionnaire -----	20
3.2.2. Interview -----	22
3.3. Data Organization and Analysis Procedure -----	22

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1. Background of the Participants -----	23
4.2. Use of Memory Strategies -----	23
4.2.1. Creating Relationships between Words -----	23
4.2.2. Making a Mental Picture of Words -----	24
4.2.3. Connecting Sounds and Pictures of Words -----	24
4.2.4. Using of Words in a Sentence -----	25
4.2.5. Using Outside Information/Inside Message Clues -----	25
4.3. Use of Cognitive Strategies -----	26
4.3.1. Watching TV/Movies Spoken In English -----	26
4.3.2. Using First Language -----	28
4.3.3. Translate English -----	28
4.3.4. Find Meanings of Words by Dividing Them into Parts -----	29
4.3.5. Search for Similar Words in First Language -----	29
4.3.6. Using English Words in Different Ways -----	30
4.3.7. Practicing Conversational Phrases -----	30
4.3.8. Using Skimming Skill -----	31
4.3.9. Paying Attention on Content Words -----	31

4.3.10. Making Summaries of Information -----	32
4.3.11. Write Letters or Message in English -----	32
4.3.12. Focus on Sentence Connectors -----	32
4.3.13. Doing Grammars -----	33
4.4. Use of Compensation Strategies -----	34
4.4.1. Using Dictionary -----	34
4.4.2. Making Guess -----	35
4.4.3. Using Synonyms -----	35
4.4.4. Attempting to Guess	
What others will Say Next -----	36
4.4.5. Attempting to Use	
Gesture/Give Examples -----	36
4.5. Use of Metcognitive Strategies -----	37
4.5.1. Using Plan to Improve English Language -----	38
4.5.2. Attempting to Find Opportunities to Use English -----	38
4.5.3. Using Mistakes to Do Better -----	39
4.5.4. Paying Attention When Others Speak -----	39
4.5.5. Looking For People in Order to Talk In English -----	39
4.5.6. Trying to Asking One Self	
What Information is Sought -----	40
4.5.7. Planning Ideas before Writing -----	40
4.5.8. Attempting to Pay Attention	
on Speaker's Intonation -----	40
4.5.9. Attempting to Apply Rules -----	41
4.6. Use of Affective Strategies -----	41
4.6.1. Attempting to Reduce Anxiety -----	42

4.6.2. Trying to Relax -----	42
4.6.3. Speaking Freely Without Worrying About Errors -----	43
4.6.4. Overcoming Anxiety -----	44
4.7. Use of Social Strategies -----	44
4.7.1. Attempting to Practice With Others -----	45
4.7.2. Attempting to Be Cooperative -----	45
4.7.3. Asking For Repetition in English -----	45
4.7.4. Asking Questions in English -----	46
4.8. A Summary of Females' Main Strategy Preference -----	46
4.9. A Summary of Males' Main Strategy Preference -----	47
4.10. Analysis of Comparison Concerning Main Strategy Preference by Male and Female -----	48
4.11. Analysis on Significance Difference of the Six Main Strategies by Male and Female -----	49

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions -----	50
5. 2. Recommendations -----	51
BIBLIOGRAPHY -----	53
APPENDICES -----	56
Appendix A: Students' Questionnaire English Version -----	56
Appendix B: Amharic Version -----	61
Appendix C: Oxford's Strategy Inventory for Language Learners -----	65
Appendix D: Interview Questions -----	69

Abstract

The purpose of this study was to identify EFL learning strategy use of male and female students. The focus was to attain the type and range of strategy they use and frequency level thereby to assess the differences/similarities in using the EFL learning strategies by male and female students.

To this end, one hundred (44 male and 56 female) students were selected using stratified sampling technique. To measure students' Language learning strategy, Oxford's Strategy Inventory Language Learning (SILL) was employed with modification. The modified self report questionnaire with 40-items prepared and administered to all selected students. In addition, interview was conducted with ten percent of the target population.

Data obtained through the questionnaire were analyzed using Statistical Package for Social Sciences (SPSS) version-13. The descriptive statistics such as mean values, standard deviations, percentages and Independent T-test were considered in discussion. During discussion, data obtained through the self report questionnaire were cross checked using the data obtained through interviews.

Results of the study show that females use more often the three main language learning strategies among the six language learning strategy than their male counterpart. An Independent sample T test shows that there was no significant difference between male and female in using the six main language learning strategies.

LIST OF TABLES

Table	Page
1. Males' and Females' Preference on Memory Strategies -----	23
2. Males' and Female Preference on Cognitive Strategies -----	27
3. Males' and Females' Preference on Compensation Strategies -----	34
4. Males' and Females' Preference on Metacognitive Strategies -----	37
5. Males' and Females' Preference on Affective Strategies -----	42
6. Males' and Females' Preference on Social Strategies -----	44
7. A Summary of Females' Main Strategy Preference in Rank Order -----	46
8. A Summary of Males' Main Strategy Preference in Rank Order -----	47
9. Female and Male Students' Main Strategies Preferences Comparison within Sex -----	48
10. Independent Samples Test on Significance Difference on Strategies Choice by male and female -----	49

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

Oxford (1994:147) asserts that “Gender can have profound effect on the ways the learner approaches language learning, ways which may in turn affect proficiency.” This implies that the comparison between male and female learners in foreign language learning environment seems inevitably important.

Obviously, the differences between male and female learners in foreign language learning classrooms could be significant for cultural, social and religious affairs in various contexts and countries. These differences in learning as a whole and in language learning in particular have an impact for the success or failure of the learning outcomes. For the mentioned factors and others, too females’ ways of language learning could be different from males’. Specially, socially constructed values of being male and female coupled with classroom factors such as teacher’s interactions with learners, attitude towards female and male learners; and learner’s ways of language learning widen the gap between male and female learners. The disparity of these learning behaviours between the two categories could also bring differences in language proficiency.

Therefore, comparison between male and female in foreign language learning setting (such as in Ethiopian preparatory schools in this case) needs a substantial investigation so as to explore some hidden variables that can affect learners’ language learning achievement and proficiency. More importantly, learners’ language learning strategies which enable them to be self-reliant learners can play a significant

role in foreign language learning context. This is because strategies are personal behaviours in which one employs in learning process.

Moreover, Williams and Burden (1997:10) say that “Recent works in the area of learning strategies has shown as that conscious use of strategies can significantly enhance learning”.

O'Malley and Chamot (1990) also suggest that language learning strategies have been found to be effective in foreign language learning and teaching. Therefore, there is also a beginning to train learners' with language learning strategies which make them more effective in language learning by discouraging those less effective strategies.

Consequently, an exploration of language learning strategies in foreign language learning setting parallel with gender is a crucial issue which requires attention especially in developing countries like Ethiopia where females' language proficiency is said to be low. Sunderland (1992:90) claims:

Attempts to assess the superiority of one gender over the other in foreign language proficiency may not be productive, and it may rather be the existence of possible gender differences in language learning styles and strategies which represents a more productive direction for research.

Researches also claim that the relationship between language learning strategies use and language learning performance is significant. They further declare that findings show that successful language learners use a variety of strategies (Okada et al., 1996).

From the above explanation, there is an implication that gender, language learning strategies and language learning performance are interwoven one another. Scholars suggest that females are viewed as good at language, language learning and performance (Arnot et al., 1996; 1998, as cited in Sunderland, 2004).

In line with the above frame work, this study will go into identifying strategy use of male and female students in Ethiopian context. Therefore, in the following section of the introduction part, the problem of the study will be stated in relation to Ethiopian context.

1.2. Statement of the Problem

Currently, in Ethiopian schools female students' enrollment is encouraging and hopeful as compared to the previous status. There is a significant flow of female students in all levels of academic setting though the number seems to be slightly diminished as the level goes upwards such as colleges and universities. However, the academic achievement equity between male and female students still seems questionable which needs further research.

This disparity puts females in low language performance. For instance, females are said to be low in language proficiency in Ethiopia (Atkins et al., 1995). Therefore, the differences between male and female learners in learning setting needs to be explored and must be seen from various point of views to narrow the gap between these two categories.

Hence, the researcher of this study is initiated to see the disparity of male and female learners in line with their strategies of language learning.

In doing so, the researcher of this study could try to explore some related works in this area. As a result, as far as the researcher's knowledge goes, no research was done on language learning strategy use by male and female. For some gender-related local studies, Mearaf Mamo (2006) concludes that some learning styles were gender-biased and only two were gender-balanced in case of two government schools. Amaueal Gebru (1996) claims that there is no significant difference in assertiveness between female and male students of freshman Addis Ababa University. Almaz Wassie (2007) reported that there is no significant difference by gender in communicative strategies use in the case of Kotebe Teachers College English majoring students.

Therefore, since there are little works on the field of gender related works, there is a way to go further in this area. And above all, some local researches focused on specific language area such as communicative strategies. However, the researcher of this study believes that EFL learning should be seen from an entire point of view so as to bring forth wholesome solutions for better language proficiency and performance of foreign language learners in Ethiopian preparatory school boys and girls.

In developing countries like Ethiopia, it is believed that gender is a stereotype being developed in the society in which it determines differences in all aspects including education.

However, recently there is a hot interest and practical action to lessen issues related to gender difference in all aspects and particularly in

education which is a means to bring forth a change in human behavior.

From the above stated contexts and his own fairly teaching experience, the researcher of this study is interested to identify EFL learning strategy use by male and female students in order to answer the following questions.

- Is there a difference between female and male on language learning strategy use? If “yes”,
- What language learning strategies do female students use?
- What language learning strategies do male students use?
- Is there a significant difference between female and male in language learning strategy use?

1.3. Objectives of the Study

1.3.1. Main Objective

The main objective of this study is to identify EFL learning strategy use of male and female preparatory students. Through this main objective, the research attempts to meet the following specific objectives.

1.3.2. Specific Objectives

Therefore, the specific objectives of this study include:

- To identify the type of language learning strategy used by boys and girls.
- To make out the frequency level of language learning strategy use by female and male students.
- To identify the range of language learning strategy use.

- To determine the differences (if any) in language learning strategy use by male and female students.

1.4. Significance of the Study

The role of language teaching and learning is to help learners of the target language in order to acquire the language and use it in and out of the class. This process needs learners to develop their own language learning strategies independent of their teacher help. This learning process which encompasses both male and female learners in the classroom needs special efforts and attempts to enhance learners' language learning techniques or strategies.

This in turn needs strategy training in a while teaching process by the classroom teacher in each task and can be also designed as a course since strategies are teachable. Proponents suggest that language learning strategies can be taught directly by designing programme for its own purpose (Williams and Burden, 1997). Therefore, attention should be given to language learning strategies especially in foreign language context where language use opportunities are limited in classroom only.

Therefore, the main significance of the study is that to give a clue for methodology specialists of Ethiopian language education about the importance of language learning strategies. Thereby, the differences between female and male learners of strategy use (if any) can be recognized. This awareness may also initiate curriculum designers of the country level to think about the substantial effect of language learning strategies on language learning environment. As a result, they are able to take an action as to how strategy training should be

given to learners of different age, sex and level of English language learners.

Above all, as research is a non stop phenomenon that needs to go further to search the better work; this fairly limited study may pave a way for further research for those who are interested in this area. Consequently, this study can be as a foot step to look into the role of language learning strategies in relation to male and female learners and also can help the researchers to see strategies in relation to performance and proficiency.

1.5. Limitation of the study

Oxford (1990: 9) describes the features of language learning strategies as they are affected by various factors. These factors include stages of learning, task requirement, age, sex, nationality, general learning style, motivation and purpose for learning the language (as cited in Williams and Burden,1997). However, in this study, task requirement, general learning style and motivation were not considered to determine the strategy use of the selected samples.

1.6. Delimitation

This study has the following delimitation:

- The subjects of the study are only grade eleven male and female students.
- The number of sample students is very limited.
- Only one private school is taken as area of study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept of Gender and Sex

The terms 'gender' and 'sex' are common words in our every day use. Nevertheless, their substantial meaning difference seems neglected. This may be true for the reason that people tend to use the words as they are the same. This implies that the concept of 'gender' and 'sex' is misunderstood.

Different scholars show the differences between gender and sex. Among these, Sunderland (1992: 81) makes clear the distinction as "Gender to mean culturally influenced characteristics of each sex; 'sex' to mean whether a person is biologically female or male." Similarly, but in different expression 'sex' belongs to biological category and 'gender' is social elaboration of this category (Eckert and McConnell-Ginet, 2003 and Coates, 1986).

From the scholars' point of view, the concept of 'gender' and 'sex' can be described into two dimensions as social/cultural and biological in spite of the above stated misunderstanding. This distinction can lead us to use the two terminologies in their own correct context. Hence, it is possible to put 'sex' as a fixed trait of a person being male or female biologically where as 'gender' can be described as a terminology used to manifest biologically determined in the ideology of the given society. So it can be taken as its concept depends on the development of the society.

Therefore, as 'gender' is highly determined by culture and social attitude as stated above, it reflects once identity for the reason that culture reveals ones characteristics as an individual. Tolbert (1992)

suggests that people feel their own identities as women or men (as cited in Sunderland, 1994). Therefore, 'gender' is a cultural and an individual concept (Sunderland, 1994).

2.2 Learning Strategies

As stated in the background of this study, in cognitive psychology approach a language learner is seen as active participant, so it is believed that a learner tries to identify the system of the language or to understand the new language in the learning process using his/her cognitive competence. This attempt leads the learners to develop various devices or techniques to cope with the learning process.

Various scholars have defined strategies in their own words. Rubin (1987:23) defines "Learning strategies are strategies which contribute to the development of the language system which the learners construct and affect learning directly." In a fairly explicit way, Willing (1988:7) writes as "A specific mental procedure for gathering, processing, associating, categorizing, rehearsing and retrieving information and patterned skills" (as cited in Gardner and Miller, 1999). Still, O'Malley and Chamot (1990) describe that learning strategies are special ways to enhance comprehension via information processing.

Strategies are also stated as specific actions taken by a language learner to make his/her learning adjustable to various situations so as to make language learning simple (Oxford 1990, as cited in Richards and Lockhart, 1996).

2.3 Categories of Learning Strategies

Research has show that various taxonomies of strategies have been developed in different times. Rubin (1981, as cited in O'Malley and Chamot, 1990) classifies learning strategies into first primary and second primary categories. The first primary category comprises: classification/verification, monitoring, memorization, guessing/ inductive inferencing, deductive reasoning, and practice. The second primary category includes strategies which contribute learning indirectly such as creating practice appropriates and using production tricks such as communication strategies. Wenden and Rubin (1987) suggest another three strategies following Rubin's taxonomy. These are Learning strategies, Communication and Social Strategies in which they can be grouped into direct (learning strategies) and indirect (communication and social strategies).

Oxford (1990) has also developed comprehensive learning strategy classifications. She identifies six types of general learning strategies. The classification includes the features of the previous classification (as cited in Williams and Burden 1997). The classification is grouped into two broad categories as direct strategies in which they contribute directly; and indirect strategies which affect learning indirectly. Direct strategies include memory, cognitive and compensation strategies. Indirect strategies include metacognitive, affective and social Strategies. These six categories are used in this study in identifying use of strategy for by male and female students. Each main strategy is discussed below.

2.3.1 Memory Strategies

In language learning process, a language learner tries to store or receive new information that he/she is taught in the language classroom or in any other learning context. He/she also needs to remember the language elements such as words or grammar rules he/she has learnt. Hence to cope with these entire related processes, a leaner tends to develop strategies which enable him/her to achieve

all the stated objectives. These strategies are said to be memory strategies which help students to store and retrieve information (Richards and Lockhart 1996). Some types of these strategies include creating mental linkage. (e.g. placing new words into a context), applying images and sounds (e.g. representing sounds in memory), reviewing well and employing action (Richard and Lockhart, 1996; and Williams and Burden, 1997).

2.3.2 Cognitive Strategies

Cognitive strategies which enable learners to understand and produce new language are categorized as direct strategies. They include techniques which enable learners to make their language learning meaningful and understandable. These strategies include practicing the language in some way, receiving and sending messages such as focusing on the main idea of a message, analyzing and reasoning various expressions and creating structures for input and output such as taking notes (Ibid).

2.3.3 Compensation Strategies

In some way learners are sometimes forced to use some techniques to use the language without interruption in speaking or in some other language learning process. For instance, during speaking while learners are unable to utter the right word for that particular expression they are likely to shift to replace the word or phrase in some way. These strategies or techniques are grouped under compensation strategies category. They attribute to enhance learners' strategies which enable them to use some other alternatives to understand the language or to use the language by overcoming the limitations they face in the process of using or learning the language. This means that learners try to make up limited knowledge whenever they encounter a short word or phrase. These strategies include guessing intelligently for instance using clues to guess meaning and overcoming limitations in speaking and writing for instance to use

body language during speaking instead of some missing words or expressions (Richard and Lockhart, 1994; and Williams and Burden, 1997).

2.3.4 Metacognitive Strategies

The fourth category of learning strategies is placed under indirect learning strategies in Oxford's taxonomy. These types of learning strategies (metacognitive) permit the learners to control their own learning. Some of the devices of these strategies include: organizing, planning and evaluating. They are used to oversee, regulate or self direct language learning.

O'Malley and Chamot (1990:8) say that "Students without metacognitive approaches are essentially learners without directing and ability to review their progress, accomplishments, and further learning direction."

2.3.5 Affective Strategies

They are categorized under indirect learning strategies. These strategies enable learners gain control over their emotions, attitudes, motivations and values. They include the techniques learners use to lower their anxiety, encouraging themselves as successful language learners when they do better and taking their emotional temperature by making discussion with someone else (Richards and Lockhart, 1994).

2.3.6 Social Strategies

These strategies contribute to learning indirectly like the former two strategies. They enable learners interact with other people to develop the language. They include techniques such as asking questions, asking for clarification, cooperating with others for example cooperating with proficient users of the new language (Ibid).

2.4. Characteristics of 'Good' Language Learners

Rubin and Thompson (1983) suggest characteristics of 'good' or efficient learners. According to these scholars, 'good' language learners find their own way, organize information about language. They are creative and experiment with language, make their own opportunities and strategies for getting practice in using the language inside and outside the classroom; and learn to live with uncertainty and develop strategies for making sense of the target language without wanting to understand every word (as cited in Nunan, 1991: 171).

They also use mnemonics (rhymes, word associations, etc to recall what has been learnt), make errors work, use linguistic knowledge, let the context (extra-linguistic knowledge and knowledge of the world) help them in comprehension and learn to make intelligent guesses. They also learn chunks of language that help them perform 'beyond their competence', learn production techniques (e.g. techniques for keeping a conversation going) and learn different styles of speech and writing(Ibid).

2.5. Features of Language learning Strategies

Oxford (1990) also suggests twelve features of language learning strategies. This scholar recommends that language learning strategies should help learners to develop both practicing communication and building language system. Based on this ground, Oxford (1990) points out twelve features of language learning strategies (as cited in Williams and Burden, 1997). The implication of the features of learning strategies is to provide the comprehensive nature of the strategies and to confirm the teachability of them.

Learning strategies can contribute to the main goal of language that is communicative competence. So, using these strategies learners can foster particular aspect of competence such as: grammatical,

sociolinguistic, discourse and strategic competences. They also allow learners to become more self-directed. This means that they help learners to take control of their own learning. They expand the role of the teacher and are problem oriented. In other words, they are used in response to a particular problem (William and Burden, 1997; Richard and Lockhart, 1994).

The other features of learning strategies are they are specific actions taken by the learner that is they are specific behaviors in response to problem; such as guessing the meaning of a word, rather than more general aspects such as learning style, personality. They involve many aspects of the learner, not just the cognitive strategies. This means they also involve affective and social aspects as well support learning both directly and indirectly. They are not always observable, often conscious, and can be taught. They are flexible such that learners exert choice over the way they use, combine and sequence Strategies (Ibid).

The other important feature of learning strategies is that they are influenced by a variety of factors. For example, stages of learning, task requirement, age, sex, and nationality, general learning style, personality, motivation and purpose for learning the language.

(William and Burden, 1997: 151-2; Richard and Lockhart, 1994:63)

Sunderland (1994) describes also the characteristics of learning strategies as some are automatic and can not be recognized by learners; and some are also unobservable to teachers and researchers. Still some may be specific to foreign language and some others may be applicable to learning in general.

2.6. The Role of Language Learning Strategies in EFL

Learning a foreign language entails a learner to develop special effort or ways of learning to acquire the target language effectively. The paramount reason for this fact is that foreign language learning context is likely to be determined by the classroom setting in which it is the only inevitable opportunity to the learner. In other words, learners are not likely to get an opportunity of incidental learning. Hence, learning a foreign language is highly dependent on conscious learning. As a result, a learner is expected to develop his/her own ways of learning to overcome the challenges of foreign language context. Kouraogo (1993: 169) writes:

Learning strategies deserve in fact more attention in this context where unconscious acquisition caused by exposure to an abundant Second language input outside the classroom is likely to be less criteria than conscious strategies in influencing gains in linguistics and communicative competence.

Consequently, to facilitate and make learning easy, a foreign language learner has to be aware of the use of learning strategies as to how such techniques are useful for a particular task to go through. This can have an effect in enhancing a learner's self-reliance in foreign language learning. Cook (2001:129) recommends that "Students must be encouraged to develop independence inside and outside the classroom". In achieving this, the knowledge of using appropriate strategies could be the possible realistic way. There is also an assertion that appropriate strategy use is related to better learning performance (Ehrman and Oxford, 1988; Wenden and Rubin, 1987; O'Malley and Chamot, 1990; Cohen, 1990, as cited in Oxford, 1994).

In addition to the attribution of learning strategies to independence, they enable learners to explore more efficient learning. Studies indicate positive relationships between performance and frequent use of language learning strategies (Oxford and Burry, 1995, as cited in Oxford and Ehrman, 1995).

In developing learners' independent learning behaviours, the role of teachers is also due attention. Richards (1990) suggests that as teachers are observers of students' learning behaviours, they are expected to give their own feedback that enable learners to use better strategies for various tasks. On the other hand, learners' charge of their learning is given significant place. Cook (2001:129) writes:

The chief moral is that the students often know best. It is the learners' involvement, the learners' strategies and the learning ability to go their own ways that count, regardless of what the teacher is trying to.

It is explained that learner's self-regulation and the ability to cope with new learning tasks result from the goals of strategies instruction; and learners self confidence and the ability to choose appropriate learning strategies is also related with strategies instruction(Chamot and O'Malley, 1994).

From the points stated above, there is the need of learner training to achieve students' self-reliance or self- regulatory behaviour in foreign language learning. The idea of learner training shades over into self directed learning, in which the students take on responsibility for their learning (Cook 2001:129).

From the above bases of literature, the contribution of learning strategies in a foreign language context seems to be significant. This sounds best when learners are in charge of their learning in and out side of the classroom in spite of the teacher's presence or absence.

2.7. Gender and language learning strategies

Ellis and Sinclair (1989:5) write that "Every learner develops strategies and techniques which suit his or her individual needs and personality". Similarly, other scholars also confirm this fact saying that the choice of learning strategies is related to both gender and style (Ehrman and Oxford, 1988, 1989; Nyikos, 1990; Kenneth

Willing, 1988, as cited in Oxford, 1994); and strategy use has also been shown to relate to gender (Oxford, 1995, as cited in Okada et al., 1996).

Gender is also said to be an individual concept and characteristics, so it can have an effect on choice of strategies. So a learner uses his/her own leaning strategies that can help him/ her learn the target language and perform better. In this process the choice of language learning strategies may vary qualitatively and quantitatively.

Oxford (1995, as cited in Okada et al., 1996) says that in spite of cultural background differences, females use more strategies at higher level than their counterpart. Similarly, in some other three empirical studies, females' greater use of strategies, frequently use of conversation and authentic language use had been found (Oxford, Nyikos, Ehrman, 1988, as cited in Sunderland, 1992); and Kaylani (1996, as cited in Liu, 2004).

Other scholars also found significant gender differences in some specific learning strategies. For instance, in social and cognitive strategies significant gender differences were seen (Gass and Varonis, 1986; Ehrman and Oxford, 1988; Oxford, Nyikos and Ehrman, 1988; Pica, Holliday, Lewis and Morenthler, 1989; Bacon, 1992b, as cited in Bacon and Finnemann, 1992). Similarly, social strategies (such as 'asking another person') and meaning strategies and overall learning strategies were found to be used predominantly by women (Green and Oxford, 1995, as cited in Cook, 2001).

Generally, the superior use of language learning strategies by female has been identified in world wide context (Politzer, 1988; Green, 1991; Green and Oxford, 1998; Oxford, 1993, 1993a, 1993b, in press; Oxford and Nyikos, 1989; Oxford, Ehrman and Nyikos, 1988; Oxford, Ito and Sumrall, 1993a, 1993b, as cited in Oxford and Ehrman, 1995). Nevertheless, males surpass in use of a handful of particular

strategies' (Bedell, 1993; Green and Oxford, 1993, as cited in Oxford and Ehrman, 1995).

Studies in foreign language learning strategies use also show similar outcomes in favor of females' as higher and more often users. In two studies of foreign language context in Spanish and Korean high school students as a foreign language learner, gender differences were found. In the first study, memory, cognitive and social strategies were dominantly used by female learner (Oxford et al., 1996, as cite in Liu.2004). Bacon and Finnemann (1992) say also that females engage more in social behaviour than do males. And in the second study of Korean high school students, five out of six learning strategies were found to be used by females (Ok, 2003, as cited in Liu, 2004). In foreign language context as well, listening skills were found to be used by female in a better way (Larsen-Freeman and Long, 1991, as cited in Oxford and Ehrman, 1995).

Consequently, from the above theoretical assumptions and empirical findings, females outsmart males in using language learning strategies in range and frequency. On the other hand, Oxford (1994) says that females' conscious use of strategy reveals qualitative difference and in turn results in better classroom performance of girls and women. This reminds the definition of language learning strategies as "are often conscious steps or behaviours used by language learners to enhance their own learning" (Oxford, 1990b, 1993, as cited in Okada et al., 1996:107).

To summarize, most foreign studies claim that females use language learning strategy more often than males. They also suggest that in some specific strategies the difference is significant. Similarly, a local research shows the difference between male and female on some communicative language learning strategy use. However, the difference is said to be insignificant.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Sampling

3.1.1. The School and Grade

The Holy Trinity Cathedral Preparatory and Secondary School in Addis Ababa was selected for two reasons. First, it was felt that the private schools are more convenient setting for study because it was believed that variables related to economic status could be controlled as students who go to private school are usually from similar economic background. The second reason was proximity of the school. Hence, the selection was made purposively.

Following this, grade eleven students were chosen from the school for the following reasons. First, it was sensed that grade nine students were not mature to determine which strategy they could consciously use. Second, grade twelve and ten students had been making preparation for national level examination. So, for they are likely to use exam-oriented strategies or limited techniques to achieve their immediate goal, their response to the self report can not be valid. Therefore, the two extremes of the school grades were excluded for this research. Hence, grade eleven was chosen as representative of the preparatory school students for this study.

3.1.2. Students

Preparatory students of the year 2007/8 of all grades of eleven were selected to participate in this study. From the total number of grade eleven students 336(148 male and 188 female) one hundred students (30%) were selected as a sample of this study. Accordingly, forty eight (27 male and 21 female) students from Natural Science stream and fifty two (17 male ad 35 female) students from Social science stream

were selected using stratified sampling technique. Hence, from Natural stream, ten male and six female students from section A; nine male and seven female students from section B; eight male and eight female students from section C; and from Social stream seven male and thirteen female students from section D; five male and eleven female students from section E; and five male and eleven female students from section F were selected. The next procedure was to determine who should be the actual participant of the study. So, to determine the participants a lottery system was employed. This was done by writing the name of all students and placing their names into two different categories based on sex and lots were drawn from each section turn by turn until the desired number achieved.

3.2. Instruments

3.2.1. The Self-report questionnaire

In order to measure students' language learning strategies, Oxford's (1989) Strategy Inventory for Language Learners (SILL) was adapted and translated into Amharic. The SILL is the most widely used around the world to assess learners' strategy use. For instance, about 40-50 major studies including other dissertations and theses have been conducted using this inventory. The utility, reliability and validity of the instrument have also been recognized on various studies (Oxford and Burry- Stock, 1995).

The items in Strategy Inventory for Language Learners (SILL) are grouped systematically into six main categories of strategies: memory, cognitive, compensation, metacognitive, affective and social in which they enable to identify EFL learning strategies. Each item is stated clearly under each main category and designed based on five point likert-scales (close-ended) which indicate the frequency (as 1 = 'Never True of Me'; 2 = 'Usually Not True of Me'; 3 = 'Somewhat True of Me'; 4= 'Usually True of Me'; 5= 'Always True of Me') use of language

learning strategies. Therefore, the researcher of this study has found this inventory inevitably indispensable to conduct his study.

On this ground, Modified Strategy Inventory for Language Learners (MSILL) with forty items has been developed. In doing so, five language learning techniques from grade eleven teacher's book: No. 10, 31, 32, 36, and 37(see Appendix A) and four strategies: No.24, 25, 30 and 40(see also Appendix A) from Willing's (1988) learning strategies check list (as cited in Richards and Lockhart, 1994) were included in the modified self report questionnaire.

To this end, the researcher headed to the selected school. The samples of the first three sections were named after each section was introduced that some randomly selected students were needed to complete a research questionnaire. Then, they were taken to another free classroom. The researcher gave brief explanation about the purpose of the study. Next, the subjects were asked if they were voluntary to fill the questionnaire. Fortunately, all selected samples were voluntary. So, the self-report questionnaire with forty items administered to forty eight students. At the end of the completion of the self-repot questionnaire, the subjects were asked if they were voluntary for the interview. As a result, 5 students (2 male and 3 female) took an appointment with the researcher for other time voluntarily. The same procedure was employed for the other three sections samples of fifty two students.

The purpose of the presence of the researcher during the administration was that it was felt that an immediate feed back on any confusion could increase the validity of the responses.

3.2.2. Interviews

In order to supplement the data obtained through the self-report, semi-structured interview was employed. Since the purpose of the

interview was to support the self-report questionnaire. It was designed on the bases of the questionnaire, so the content of the interview was not different from the questionnaire. As a result, there is no special section for interview analysis. Hence, the data obtained through the self-report questionnaire were cross- checked qualitatively with the data obtained through the interview.

3.3. Data Organization and Analysis Procedure

The data obtained through the questionnaire were organized and two questionnaires filled by female respondents were found to be irrelevant for they were filled irresponsibly, so excluded. Then, the organized data entered into computer to be analyzed using Statistical Package for the Social Sciences (SPSS) programme. The analysis was made for each single item by male and female. Then, the data obtained from SPSS analysis categorized according to the six main strategies as memory, cognitive, compensation, metacognitive, affective and social strategies along with their descriptive statistics results and their respective items.

In each main category, male and female students' preference for each item was computed by mean. Then, female and male students' main strategies preferences in a rank order; then, mean and percentages were used in comparison on preference on six main strategies by male and female students. Finally, independent T-test was computed to see the significance differences at $p=.05$ by male and female students use of main strategies.

For the sake of simplicity, the five point likert scales were collapsed into the following use of frequency range as Low =1.0 – 2.49, medium = 2.5 – 3.49 and High = 3.5 – 5.0. The statistical significant difference was computed at the $p\text{-value} < .05$ of this study and discussed within sex category at later part of the analysis and discussion.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Background of the Participants

The participants of this study were Natural and Social stream of grade eleven preparatory students of The Holy trinity Cathedral Preparatory and Secondary Private School whose age ranges from sixteen to twenty years old.

4.2. Use of Memory Strategies

Items 9, 15, 16, 17 and 30 were designed to collect data on how often female and male students use memory strategies (see Appendix A). Table 1 below presents their responses.

Table 1: Males' and Females' Preference on Memory Strategies

Sub Strategies	Male N = 44			Female N = 54		
	Mean(\bar{x})	S.D	Std. Error Mean	Mean(\bar{x})	S.D	Std. Error Mean
Item9	3.39	1.083	.163	3.72	1.036	.141
Item 15	3.07	1.065	.161	3.07	1.315	.179
Item 16	2.86	1.250	.188	3.07	1.242	.169
Item 17	3.00	1.121	.169	2.70	1.075	.146
Item 30	3.57	.818	.123	3.41	1.000	.136

4.2.1. Creating Relationships between Words

Item 9 was designed to gather data on how often male and female students create relationships between the words they already know

and the new words they learn. As depicted in Table 1 above, female and male students differ on creating relationships between words. Table 1 shows that male and female students are found to be $\bar{x} = 3.39$ and $\bar{x} = 3.72$ respectively on creating relationships. This implies that females' creation of relationships between words is high as $\bar{x} = 3.72$ falls between scales (1.0-2.49 = Low, $\bar{x} = 2.5 - 3.49 = \bar{x} =$ Medium 3.5-5.0=High) and males' is medium as $\bar{x} = 3.39$ falls between $\bar{x} = 2.5 - 3.49$. This also suggests that female students create relationships between words more often than male students do. Data from interviews also support data obtained through the questionnaire. Three out of five male interviewees reported that they always relate words with other similar new words or things. The others two male reported that they use note books to write on it and try to remember words by studying them repeatedly. Four of female interviewees said that they relate words with other things or words they learn to remember them. One female student reported that she writes words on a piece of paper and tries to memorize them.

4.2.2. Making a Mental Picture of Words

In Item 15 the students were asked to report how often they make a mental picture of situations in which words might be used to remember them. Data in Table 1 show that male and female students are found to be $\bar{x} = 3.07$ on making a mental picture of a situations in which words are used. This means that both boys and girls employ equal frequency level which is medium as the average mean falls between $\bar{x} = 2.5 - 3.49$. The figure also indicates that most boys and girls rated 'Somewhat True of Me' in five point likert scales and only few students marked 'Usually True of Me'.

4.2.3. Connecting Sounds and Pictures of Words

Item 16 asked the target population to indicate how often they connect sounds of English words and their respective pictures in order to remember them. As depicted in Table 1 above, the results of

data analysis show that male and female students are found to be $\bar{X} = 2.86$ and $\bar{X} = 3.07$ respectively. This implies that females connect sounds and pictures more often than males do. The mean values also suggest that both males and females are medium users in connecting sounds and pictures of words which means again their average means are found between $\bar{X} = 2.5 - 3.49$. We can also learn that some female students rated 'Usually True of Me' and some male students marked 'Usually Not True of Me' in five point likert scales questionnaire.

4.2.4. Using of Words in a Sentence

In the same way, Item 17 asked the respondents of this study to show how regularly they use words in a sentence in order to remember them. The data in the above table prove that male students' mean score is $\bar{X} = 3.00$ and females' is $\bar{X} = 2.70$. This means that male students use words in a sentence more often than female students do. These numeric values also reveal that both respondents fall into moderate frequency level which means the range is between $\bar{X} = 2.5 - 3.49$. Therefore, one can learn that both boys and girls of this study are medium users of words in a sentence. Data from the interviews agree with the data obtained through the questionnaire. Most male students reported that they sometimes use words in a sentence or in their speaking for the reason that they do not get opportunity to use them always. In a fairly similarly way female participants reported that as they use words in a sentence to some extent.

4.2.5. Using Outside Information/Inside Message Clues

In the same way, Item 30 was also designed to find out data on how often male and female students use outside information or inside message clues to fill their comprehension gap. Data in Table 1 show that male and female students differ in employing outside/inside message clues in order to cope with comprehension gap. As shown above, male students use more frequently ($\bar{X} = 3.57$) outside information/inside message clues to overcome their comprehension

gap than female students ($\bar{x} = 3.14$) do. The mean values also reveal that boys use outside information/inside clues in high frequency whereas females employ this in medium range which means they fall in a scale $\bar{x} = 3.5-5.0 = \text{High}$ and $\bar{x} = 2.5- 3.49 = \text{Medium}$ respectively. The results of the interviews agree with the results obtained through the questionnaire only to some extent. During interview, almost all male and female students reported that they always use inside passage contextual clues to overcome their comprehension problem. However, females' mean scores show as they employ clues in a moderate level.

From the above discussions and the data in the table above, one can understand that male and female students employ memory strategies in the range between medium and high frequency. Male students are found to be high user of outside information/inside-the message clue in overcoming their comprehension gap whereas females are found to be high users in creating the relationships between words they already know and the new words they learn.

4.3. Use of Cognitive Strategies

Items 3,4,7,11,12,18,25,29,31,33,35,36 and 40 were prepared to draw out data on how often female and male students use cognitive strategies (see Appendix A). Table 2 below presents the responses for these items.

Table 2: Male and Female Preference on Cognitive Strategies

Male

Female

Sub Strategies	N = 44			N = 54		
	Mean(\bar{x})	S.D	Std. Error Mean	Mean(\bar{x})	S.D	Std. Error Mean
Item3	4.09	.960	.145	4.19	.779	.106
Item4	2.98	1.000	.151	3.39	1.220	.166
Item7	3.00	1.258	.190	2.93	1.242	.169
Item11	2.64	1.313	.198	2.46	1.270	.173
Item12	3.20	1.212	.183	3.28	1.406	.191
Item18	3.91	1.007	.152	3.76	1.027	.140
Item25	3.39	1.039	.157	3.54	1.193	.162
Item29	3.41	1.085	.164	3.06	1.250	.170
Item31	3.36	1.123	.169	3.69	1.006	.137
Item33	2.77	1.236	.186	3.15	1.156	.157
Item35	3.09	1.117	.168	2.96	1.098	.149
Item36	3.25	.918	.138	3.44	1.058	.144
Item40	3.39	1.083	.163	3.13	1.318	.179

4.3.1. Watching TV/Movies Spoken in English

The aim of Item 3 was to congregate data on how often female and male students watch TV/Movies spoken in English to improve their English language. As depicted in Table 2 above, girls watch TV/Movies spoken in English to improve their English language more frequently (\bar{x} = 4.19) than boys do (\bar{x} = 4.09). The results also imply that both girls and boys watch TV/Movies spoken in English with high frequency which means the mean values are in a scale (\bar{x} = 3.5-5.0 = High). The mean values also suggest that most girls marked 'Usually True of Me' and some rated

'Always True of Me'; and most boys put their rating on 'Usually True of Me' and insignificant number of boys rated 'Always True of Me'. Data from the interviews correspond with the data obtained through the questionnaire.

Both male and female participants declared that they always watch TV/films spoken in English. This strategy is also among the tops as its mean value indicates as it is used most frequently.

4.3.2. Using First Language

In the same way, an attempt was made in Item 4 to find out data on how often the respondents of this study use their first language to understand or produce English language. Data in Table 2 above reveal that female students use their first language more frequently ($\bar{x}=3.39$) than males do ($\bar{x}=2.98$). The figures also imply that female and male students use their first language to understand English language in medium frequency which means the average means are within a scale ($\bar{x} = 2.5- 3.49 = \text{Medium}$). The data can also tell us that most female students and significant number of females rated 'Somewhat True of Me' and 'Usually True of Me' respectively. On the other hand, most boys and insignificant number of boy respondents marked 'Somewhat True of Me' and 'Usually Not True of Me' respectively in five point scale of the questionnaire. The information from the interviews seems disagree with the data obtained from the questionnaire. Almost all male and female interviewees said that they never use first language except when they are in short of words when they speak. However, the results of the quantitative data reveal that both male and female use first language in medium frequency level.

4.3.3. Translate English

Similarly, Item 7 asked the target population to rate how often they never translate English languages word for word. As depicted in Table 1 above, both girls and boys never translate English language word-for-word in almost the same frequency scale (female $\bar{x} = 2.93$ and male $\bar{x} = 3.00$) which is in the range of medium. This implies also that most of boys and girls rated 'Somewhat True of Me' and only very few females marked 'Usually Not True of Me' in five-point likert scale.

4.3.4. Find Meanings of Words by dividing them into Parts

The respondents were asked in Item 11 how often they find meanings of a word by dividing it into its parts to enhance their word building knowledge. From the data obtained in Table 2 above, we can understand that male students find meanings of a word by dividing it more frequently ($\bar{x} = 2.64$) than females do ($\bar{x} = 2.46$). These results suggest that male students are medium users in the level ($\bar{x} = 2.5-3.49 = \text{Medium}$) whereas females are low users in the range ($\bar{x} = 1.0 - 2.49 = \text{Low}$) in finding meanings of a word by dividing it into its parts. These numerical descriptions can also tell us that most of boys rated between 'Usually Not True of Me' and 'Some What True of Me' and most female students rated 'Usually Not True of Me' and some students rated 'Some What True of Me'. Therefore, one can understand that boys and girls employ different frequency level in favor of male students as higher users.

4.3.5. Search for Similar Words in First Language

Similarly, Item 12 was prepared to ascertain data on how often boys and girls search for words in their first language that are similar to new English. Data from the above table indicate that the responses of both girls and boys with mean values $\bar{x} = 3.20$ and $\bar{x} = 3.28$ are found to be in range of ($\bar{x} = 2.5- 3.49 = \text{Medium}$) which means both are medium users. One can also imply that boys' and girls' rating scale was between

'Somewhat True of Me' and 'Usually True of Me'. Data obtained from the interviews match with the data obtained through the questionnaire. Four of male interviews said that they sometimes search for some words in their first language. One student reported that he does not use his first language to find similar word except he could not find any alternatives. Female participants also reported that they sometimes use their language to get similar words for new English words.

4.3.6. Using English Words in Different Ways

An attempt was made in Item 18 to obtain data on how often respondents of this study use English words they know in different ways. It is shown in Table 2 above that male students with $\bar{x} = 3.91$ and female students with $\bar{x} = 3.76$ use words of English they know in different ways. This implies that male students use more often than female. The figures also suggest that both boys and girls are found to be high user in a scale ($\bar{x} = 3.5-5.0$). The results also reveal that most boys and girls marked 'Usually True of Me' and significant number of both categories rated 'Somewhat True of Me' in five point scale of the questionnaire. Data from the interviews contradicts with the questionnaire. During interview the participants were asked how often they use English language. Almost from both male and female respondents reported that they do not use English language for they fear their friends comment. Specially, female interviews said that they do not use English in school compound. However, the quantitative description reveals both boys and girls use words with high frequency level.

4.3.7. Practicing Conversational Phrases

Item 25 was designed to find out data on how often girls and boys of this study practice English conversational phrases to develop their speaking skill. Data in Table 1 reveal that boys differ from girls in practicing conversational phrases. As shown above, females'

responses are found to be $\bar{x} = 3.54$ and males' are $\bar{x} = 3.39$. These results demonstrate that female students practice conversational phrases more often than males do. From the results, we can also understand that females practice conversational phrases with high frequency in a scale ($\bar{x} = 3.5-5.0 = \text{High}$) whereas males do this with medium in a scale ($\bar{x} = 2.5- 3.49 = \text{Medium}$). Data from the interviews partially disagree with the data obtained through the quantitative method. Male students agree with the data of the questionnaire for they reported that sometimes practice ways of expressions. However, female reported that they do not practice unless they do have presentation. So, there is contradiction between the responses of the questionnaire and the interviews.

4.3.8. Using Skimming Skill

The purpose of Item 29 was to measure the data on how often girls and boys of this study use skimming skill to improve their reading skill. Table 2 above reveals that boys' responses is found to be $\bar{x} = 3.41$ which indicates medium range and girls' responses is found to be $\bar{x} = 3.06$ which also reveals medium in a range ($\bar{x} = 2.5- 3.49 = \text{Medium}$). The numeric values also suggest that boys use skimming skill more regularly than females do. From the mean values, we can also say that some considerable male students rated 'Usually True of Me'. The data from the interviews are in agreement with the data obtained from the questionnaire. Male and female respondents reported that they use skimming skills to comprehend passage in the range between sometimes and usually.

4.3.9. Paying Attention on Content Words

In the same way, an attempt was made in Item 31 to quantify data on how often the respondents of this study try to pay attention on content words rather than functional words so as to understand reading texts. As shown in Table 2 above, male students' use of frequency level differs from their counterparts' females in paying

attention on content words rather than functional words. The results of analysis in the table reveal that mean scores of male and female students' responses are found to be $\bar{x} = 3.36$ and $\bar{x} = 3.69$ respectively which suggest that males use with medium range and females with high. This implies that female students pay attention on content words more frequently than their counterparts males do and in a higher level.

4.3.10. Making Summaries of Information

An attempt was also made in Item 33 to gather data on how often the target populations make summaries of information that they hear or read in English in order to improve their writing skill. The analysis results in Table 2 above indicate that girls make summaries in English more often ($\bar{x} = 3.15$) than their counterparts males do ($\bar{x} = 2.77$). The statistics also notify that both boys and girls average means fall in medium range in a scale ($\bar{x} = 2.5-3.49$). However, we can learn that significant number of male students' rating scale was 'Usually Not True of Me'

4.3.11. Write Letters or Message in English

In the same way, Item 35 asked the respondents to rate how often they write messages or letters in English to improve their writing skills. As shown in Table 2 above, the results of the analysis reveal that males write messages or exercises more frequently ($\bar{x} = 3.09$) than females do ($\bar{x} = 2.96$). The figures also imply that both male and female students fall in medium range in a scale ($\bar{x} = 2.5-3.49$) which also show fairly similar rating scale with respect to their writing.

4.3.12. Focus on Sentence Connectors

The aim of Item 36 was to acquire data on how often boys and girls focus on sentence connectors to understand relationships of listening text. The analysis results reveal in Table 2 above that females focus on

sentence connectors more frequency (\bar{x} = 3.44) than males (\bar{x} = 3.25). We can see from these mean scores that both boys' and girls' fall in medium frequency scale in (\bar{x} = 2.5-3.49). This implies that most boys and girls rating scale was 'Somewhat True of Me'; considerable number of females' rating was 'Usually True of Me' and some males' marked the same rating, too.

4.3.13. Doing Grammars

In a similar way, Item 40 was developed to obtain data on how often the subjects of this study do grammar drills or exercises to improve their English grammar. As depicted in Table 2 above, boys with \bar{x} =3.39 do grammar drills/exercises more frequently than their counterpart females with \bar{x} =3.13 do. The numeric values also suggest that both sex categories belong to moderate user with the assumption that significant number of male students reported 'Usually True of Me' whereas very few students did the same in five likert scales of the questionnaire. Data from interviews support the data obtained from questionnaire. Five male interviewees reported that they sometimes do grammar exercises and read grammar books. Similarly, female participants said that they sometimes cope with grammar drills when they are given as homework.

With respect to use of Cognitive Strategies, we can understand that female students use greater number of (seven of Cognitive Strategies among thirteen listed) strategies more frequently than male students do. It is also possible to learn that girls are in favor of employing four strategies(Item 3, 18, 25 and 31) with high frequency whereas boys use only two (Item 3 and 18) with high frequency. There is an interesting thing that the most (Item3) and least (Item11) frequently used Cognitive strategies are found to be corresponding to girls' mean scores.

4.4. Use of Compensation Strategies

Items 10, 13, 14, 22 and 13 were prepared to attain data on how often the subjects of this study use compensation strategies (see Appendix A). Table 3 below shows these subjects' responses.

Table 3: Male and Female Preference on Compensation Strategies

Sub Strategies	Male N = 44			Female N = 54		
	Mean(\bar{x})	S.D	Std. Error Mean	Mean(\bar{x})	S.D	Std. Error Mean
Item10	3.86	1.173	.177	4.20	.979	.133
Item13	3.50	.976	.147	3.39	1.156	.157
Item14	3.57	1.021	.154	3.61	1.220	.166
Item22	3.05	1.257	.189	3.59	1.125	.153
Item23	2.52	1.151	.174	3.59	1.125	.153

4.4.1. Using Dictionary

The purpose of Item 10 was to determine how often boys and girls of this study use dictionary in order to know words. Data in Table 3 above reveal that males (\bar{x} =3.86) use dictionary less often than females (\bar{x} =4.20) do which suggest with the assumption that both boys and girls are found to be high users in a scale (\bar{x} = 3.5-5.0). The mean values also suggest that most female students' rating scale was 'Usually True of Me' and some of females' was 'Always True of Me' whereas most boys marked on 'Usually True of Me' and very few students rated 'Somewhat True of Me'. Data from interviews correspond with the data obtained from the questionnaire. All male and female interviewees reported that they always use dictionary when they face new words.

4.4.2. Making Guess

In a similarly way, Item 13 was designed to find data on how often female and male students make 'guess' in order to understand unfamiliar words. As depicted in Table 3 above, male students differ from female students in the level of frequency in making 'guesses'. The analysis results show that the mean scores and Standard deviations are found to be $\bar{x} = 3.50$ with S.D = .978 and $\bar{x} = 3.39$ with S.D = 1.156 of males and females respectively which suggest that males use with high frequency and females with low frequency in a scale ($\bar{x} = 3.5-5.0 = \text{High}$ and $\bar{x} = 2.5- 3.49 = \text{Medium}$) respectively. These figures show that male students make 'guesses' more frequently than females do which also mean that most male students' responses are in similar rate. During interview 'guessing' was reported by both male and female respondents as one of their learning technique in which they usually employ. Therefore, there is a match between the data obtained through the questionnaire and interviews.

4.4.3. Using Synonyms

In Item 14 the subjects were asked to report how often they use 'synonyms' so as to replace the words they miss. The analysis results in Table 3 above reveal that the responses of males and females are found to be $\bar{x} = 3.57$ and $\bar{x} = 3.61$ respectively. This implies that both females and males use 'synonyms in a fairly equal frequency level which suggests medium frequency level. The results also suggest that most female and male students' rating scales were between 'Somewhat True of Me' and 'Usually True of Me'. Data obtained from interviews suggest that both boys and girls usually use synonyms. So there is a complement between the information obtained from the questionnaire and interviews.

4.4.4. Attempting to Guess What Others Will Say Next

The aim of Item 22 was to acquire data on how often subjects of this study try to guess what the other person will say next during conversation in English. The data in Table 3 above indicates that girls and boys differ in trying to guess what the other person will say next. The mean scores of females are $\bar{x} = 3.59$ and of males are $\bar{x} = 3.05$. This means that females try to guess what the other person will say next more frequently ($\bar{x} = 3.59$) than males ($\bar{x} = 3.05$) do which also suggests that females use with high frequency and males do this in medium frequency. Therefore, girls and boys employ different frequency scale in trying to guess what the other person will say next.

4.4.5. Attempting To Use Gesture/Give Examples

In the same way, Item 23 asked the students to mark how often they try to give example or use 'gesture' during conversation to avoid interruption. As depicted in Table 3 above, females use 'body language' /giving examples more frequently ($\bar{x} = 3.59$) than males do ($\bar{x} = 2.52$) which also means that females use 'gesture' with high level of frequency whereas males use this with medium level of frequency. We can understand from the research results that females with a mean score $\bar{x} = 3.59$ are high users of 'gesture' and males with a mean score $\bar{x} = 2.52$ are medium users of 'body language'. Therefore, we can take a lesson that from the research results that female and male students use of frequency fall into different frequency level which favor female as higher users. During interviews, using 'gesture' in place of missing words was reported by both male and female interviewees. However, female participant reported that they frequently employ gesture in their talking. Hence, there is an agreement between the data of the questionnaire and interviews.

It is possible to point out that girls use greater number of Compensation strategies (four among five listed) more frequently than

their counterpart boys do. In all these, the mean scores show that girls use them with high scale in a scale (Low = 1.0-2.49 Medium = 2.5 – 3.49 High = 3.5 – 5.0). The most frequently used strategy (Item 10 with a mean score \bar{x} =4.20) is also rated by female students. Hence, we can learn that Compensation strategies are in favor of girls.

4.5. Use of Metcognitive Strategies

In order to gather data on use of metacognitive strategies, Items 1, 2, 3, 21, 26, 34, 37 and 39 were designed (see Appendix A). Table 4 below presents the responses to these items.

Table 4: Male and Female Preference on Metacognitive Strategies

Sub-Strategies	<i>Male</i> <i>N = 44</i>			<i>Female</i> <i>N = 54</i>		
	Mean(\bar{x})	S.D	Std. Error Mean	Mean(\bar{x})	S.D	Std. Error Mean
Item1	2.73	1.065	.160	2.67	.890	.121
Item2	3.59	1.226	.185	3.17	.986	.134
Item6	3.50	1.067	.161	3.48	1.112	.151
Item21	3.93	.998	.150	4.20	.855	.116
Item26	3.07	1.388	.209	2.89	1.110	.151
Item32	3.57	1.043	.157	3.87	1.133	.154
Item34	3.05	1.257	.189	3.04	1.345	.183
Item37	3.45	1.022	.154	3.52	1.094	.149
Item39	3.11	1.104	.166	2.98	1.141	.155

4.5.1. Using Plan to Improve English Language

It was attempted using Item 1 to get data on how often boys and girls of this study use plan to improve their English language. The results

of the analysis in Table 4 reveal that male students use plan more frequently ($\bar{x} = 2.73$) than female students ($\bar{x} = 2.67$) do which also suggest that both boys and girls use plan with medium level. From this we can also imply that the responses of boys and girls took place between 'Usually Not True of Me' and 'Somewhat True of Me'.

4.5.2. Attempting to Find Opportunities to Use English

The aim of Item 2 was also to collect data on how regularly female and male students try to find ways in which enable them to use English language. The data obtained from the analysis in Table 4 above disclose that girls differ from males in trying to find various ways in which enable them to use English language. The results show that females with a mean score $\bar{x} = 3.17$ and males with $\bar{x} = 3.59$ are found to be medium and high user of getting opportunities in a scale (Medium = 2.5-3.49, High = 3.5-5.0) respectively. This also suggests that female students try opportunities to use English less often than male students do. This means that male students employ various opportunities more frequently than females do to use English language. Data obtained from the interviews partially agree with the data obtained from the questionnaire. Four male students reported that they sometime use English in school when they get voluntary schoolmates and when they produce a certain writing tasks. One male student reported that he does not use any means to use the language specially in speaking. On the other hand, female participants reported that they only use English in speaking when they are at home with their sisters and brothers. However, the data obtained from the questionnaire suggest that males use English language with high frequency.

4.5.3. Using mistakes to do better

In the same way, Item 6 was also designed to obtain statistics on how often girls and boys use their own English mistakes in order to do better in the future. As depicted in Table 4 above, the research results

show that girls and boys use differently their mistakes. Females' and males' mean scores are found to be $\bar{x} = 3.48$ and $\bar{x} = 3.50$ respectively. This means that boys use their mistakes to learn more in their future academic career more frequently than their counterpart females do. This means that again in a scale (Low = 1.0-2.49 Medium = 2.5 – 3.49 High = 3.5 – 5.0) males fall in high use and females fall in medium use.

4.5.4. Paying Attention When Others Speak

In the same way, Item 21 was also made to obtain statistics on how regularly girls and boys pay attention when others speak in English. As shown in the Table 4 above, the results of analysis show that female students pay attention when others speak in English more frequently ($\bar{x} = 4.20$) than males do ($\bar{x} = 3.93$) which also suggests that both male and female students pay attention with high frequency which means in scales (low 1.0-2.4, Medium= 2.4-3.4, High = 3.5-5.0). From the mean values, we can also learn that most female and some female students marked 'Usually True of Me' and 'Always True of Me' respectively. On the other hand, most males rated 'Usually True of Me' and very few males rated 'Somewhat True of Me' in five point rating scales.

4.5.5. Looking for People in Order to Talk in English

In order to obtain data on how often female and male students search for people they can talk to in English, Item 26 was employed. As presented in Table 4 above, males look for people whom they can talk more often ($\bar{x} = 3.04$) than females do ($\bar{x} = 2.89$) which reveal that both boys and girls are found to be moderate users. This also implies that most boys rated 'Some What True To Me' and girls rating scale was between 'Usually Not True of Me' and 'Some What True of Me' provided that only few girls marked for the former. During interview, both male and female students reported that they sometimes look for

people whom they talk to in English. They further reported that this is because most people outside the school compound can not speak English and in school most students feel shy to speak in English in front of their friends. So, there is agreement between the two sources of data collecting instruments.

4.5.6. Trying to Asking One Self What Information is sought

The subjects were asked in Item 32 to rate how often they try to keep asking themselves what information they are looking for when they read. As indicated in Table 4 above, the data reveal that females try to keep asking themselves what information they need when they read more often ($\bar{X} = 3.84$) than males do ($\bar{X} = 3.54$). This implies that both females' and males' responses fall into high frequency which means in scales (Low = 1.0-2.4, Medium = 2.4-3.4, High = 3.5-5.0) both are high users. It is possible to learn that most boys and girls rating scales in the questionnaire were between 'Some What True of Me' and 'Usually True of Me'.

4.5.7. Planning Ideas before Writing

The aim of Item 34 was to elicit data on how often the subjects of this study use plan of sequences of ideas before they write. Data obtained from the analysis reveal that female and male students plan sequences of ideas before they write with equal frequency level ($\bar{X} = 3.04$ and $\bar{X} =$) respectively which suggests medium frequency level.

4.5.8. Attempting to Pay Attention on Speaker's Intonation

In the same way, Item 37 was designed to obtain data on how often the respondents of this study pay attention on speaker's stress or intonation when the listen to. The statistics in Table 4 above reveal that boys differ from girls in paying attention on speaker's stress or intonation. Females with $\bar{X} = 3.52$ and males $\bar{X} = 3.45$ are found to be paying attention on speaker's intonation with high and medium respectively. This also means that female students employ more often

than males paying attention on speaker's intonation in a higher level. Data obtained from interviews suggest that females said that they usually pay attention for special ways of expressions while they listen to films. Whereas males reported that they usually pay attention on actions of the speaker while they watch films as a technique of listening. Therefore, data collected through the questionnaire and interviews go in harmony.

4.5.9. Attempting to Apply Rules

In Item 39 students were asked to report how often they try to apply rules to make new sentences. As presented in Table 4 above, male students try to apply rules more often ($\bar{x} = 3.11$) than females ($\bar{x} = 2.98$) do which also suggests that both male and female students are found to be medium users in trying to apply rules to produce new sentences.

With respect to use of metacognitive strategies, boys use six out of nine more often than girls. From these, they use two Items 2 and 6 with high frequency level. On the other hand, girls use three of metacognitive strategies (Items 21, 32 and 31 more often than males) with high frequency level.

4.6. Use of Affective Strategies

Items 5, 8, 24 and 38 were designed to find out data how often the target population use affective strategies (see Appendix A). Table 5 below shows their responses.

Table 5: Males' and Females' Preference on Affective Strategies

Sub Strategies	Male N = 44			Female N = 54		
	Mean(\bar{x})	S.D	Std. Error Mean	Mean(\bar{x})	S.D	Std. Error Mean

Item5	3.68	.909	.137	3.43	1.109	.151
Item8	3.39	1.185	.179	3.35	1.334	.182
Item24	2.75	1.260	.190	2.48	1.112	.151
Item38	3.57	1.421	.214	3.63	1.121	.153

4.6.1. Attempting to Reduce Anxiety

Male and female students of this study were asked in Item 3 to show how often they try to reduce their anxiety when they cope with difficult language learning tasks.

The results of the analysis in Table 5 above reveal that male students differ from females in trying to overcome their fear when they tackle difficult language learning tasks. The results in the table show that males' responses are found to be $\bar{X} = 3.68$ whereas females' are $\bar{X} = 3.43$. This means that male students try to reduce their anxiety in a higher frequency than female students. We can also understand from these results that male students attempt to control their anxiety with high frequency range whereas female students do this with medium frequency level. Hence, male and female students differ in controlling their fear while they cope with difficult learning tasks.

4.6.2. Trying to Relax

In the same way, Item 8 was used to find statistics on how often respondents of this study try to relax whenever they feel afraid of using English Language. As depicted in Table 5 above, the results of both male ($\bar{X} = 3.39$) and female ($\bar{X} = 3.35$) students show that they try to relax when they feel afraid of using English language with fairly equal frequency level which implies moderate frequency scale. The data also suggest that most boys and girls rated 'Somewhat True of Me' and considerable number of both boys and girls marked 'Usually True of Me'.

4.6.3. Speaking Freely without Worrying about Errors

The aim of Item 24 was to obtain data on how often the subjects of this study speak freely with out worrying about making errors. As indicated in Table 5 above, the results of the analysis in the table show that the responses of boys differ from girls. The males' and females' scores are found to be $\bar{x} = 2.75$ and $\bar{x} = 2.48$ respectively. This implies that female students' freedom of speaking with out concerning about their mistakes is low whereas males' is moderate. The researcher felt that the respondents' reaction to this item may indicate that students may be influenced by structural approach which could be the reflection of some teachers' teaching methodology. However, this variable needs to be investigated by other further studies to find out what exactly the reasons behind students' lack of being communicative. Data obtained through interviews from female and male participants correspond to the data obtain through the self-report questionnaire. Almost all female interviewees reported that they are afraid of speaking in classroom for they fear making mistakes in front of their classmate. Except one student males said that they sometimes feel shy to commit mistake in front of their friends. However one male student reported that he does not worry about making mistakes for he develops confidence since his kindergarten level. Therefore, data obtained through the two instruments matched each other.

4.6.4. Overcoming Anxiety

The respondents were also asked in Item 38 to indicate how often they never feel anxiety when they listen to English speech. Table 5 presents that both males' and females' level of controlling their anxiety is almost equal during listening to English speech. The scores of males with $\bar{x} = 3.57$ and females with $\bar{x} = 3.63$ suggest that both male and female students can overcome their anxiety with high frequency scale

which mean most of respondents marked in the self report questionnaire ‘Usually True of Me’ and significant number of students reported ‘Somewhat True of Me’.

In employing affective strategies, boys and girls show difference in two strategies among the four listed (see Items 5 and 24 above). In these differences, boys show a higher frequency level.

4.7. Use of Social Strategies

Items 19, 20, 27 and 28 were designed to draw out data on how often the respondents of this study employ social learning strategies (see Appendix A). Table 6 summarizes the subjects’ responses.

Table 6: Males’ and Females’ Preference on Social Strategies

Sub Strategies	Male N = 44			Female N = 54		
	Mean(\bar{x})	S.D	Std. Error Mean	Mean(\bar{x})	S.D	Std. Error Mean
Item19	2.61	1.185	.179	2.54	1.145	.156
Item20	2.41	1.085	.164	2.41	1.085	.164
Item27	3.27	1.128	.170	3.11	1.239	.169
Item28	2.52	1.089	.164	2.59	1.108	.151

4.7.1. Attempting to Practice With Others

To gather statistics on how often boys and girls of this study practice English language with other students, Item 19 was employed. As depicted in Table 6 above, males with \bar{x} =2.61 and females with \bar{x} =2.54 are found to be moderate in practicing English with other students. This also implies that both boys and girls practice English language with others fairly with equal frequency level. There is a match between the data obtained through the questionnaire and interviews.

Both male and female respondents reported that they usually could not get people whom they talk. So, they practice English with their parents or intimate friends.

4.7.2. Attempting to be Cooperative

The aim of Item 20 was to obtain statistics on how often male and female students attempt to be cooperative in English conversation in group works. The results of the analysis of this study in Table 6 recognizes that both males' and females' mean scores is found to be $\bar{x} = 2.41$.

This implies that both male and female students are low in making cooperation in group works. The results also show that most of the participants marked in the self-report questionnaire 'Usually Not True of Me'. From this result, the researcher felt that the communicative language teaching approach that is said to be implemented currently in Ethiopian high schools may be still in its infant period to be used efficiently.

4.7.3. Asking for Repetition in English

In Item 27 students were asked to put their rating scales on how often they often ask repetition in English when they do not understand what the other person says. As we can see in Table 6 above, the results of the analysis show that both male $\bar{x} = 3.27$ and female $\bar{x} = 3.11$ students are moderate on asking repetition in English when they do not understand what others say. The figures also indicate that boys use more often than girls.

4.7.4. Asking Questions in English

Item 28 asked students to show their rating scale how frequently they ask questions in English in classroom. Table 6 above reveal that male and female students mean scores are $\bar{x} = 2.52$ and $\bar{x} = 2.59$ respectively. This implies that both boys and girls are in medium

category with fairly equal rating scale. This also suggests that most boys and girls rating scale in five point scales were between ‘Usually Not True of Me’ and ‘Somewhat True of Me’.

Regarding social strategies, there is no high frequency use by both male and female students. In one of social strategies both boys and girls are found to be low frequency level users (Item 20).

4.8. A summary of Females’ Main strategy preference

Table 7 summarizes females’ preferences on six main strategies with their rank order.

Table 7: A Summary of Females’ Main Strategy Preference in Rank Order

No.	Strategy	Female N = 54		Level Of frequency	Rank
		Mean(\bar{x})	%		
1	Compensation	3.68	73.60	High	1
2	Metacognitive	3.31	66.20	Medium	2
3	Cognitive	3.30	66.00	Medium	3
4	Affective	3.22	64.40	Medium	4
5	Memory	3.19	63.80	Medium	5
6	Social	2.66	53.20	Medium	6
	Total	3.23	64.45	Medium	N/R

* N/R: No Rank

As depicted in Table 7 above, females use most compensation strategies in a high frequency \bar{x} = 3.68 followed by metacognitive \bar{x} = 3.31 and cognitive strategies \bar{x} = 3.30 in medium range among the six strategies. On the other hand, they use Social Strategies least with \bar{x} = 2.66 (medium frequency).

4.9. A summary of Males’ Main strategy preference

Table 8 below indicates males’ main strategies preferences. The main strategies are presented with their mean score and percentages in rank order.

Table 8: A Summary of Males' Main Strategies Preference in Rank Order

No.	Strategy	Male	%	Level	RANK
		N = 44		Of	
		Mean(\bar{x})		frequency	
1	Affective	3.35	67.00	Medium	1
2	Metacognitive	3.33	66.60	Medium	2
3	Compensation	3.30	66.00	Medium	3
4	Cognitive	3.27	65.40	Medium	4
5	Memory	3.18	63.60	Medium	5
6	Social	2.71	54.20	Medium	6
Total		3.19	63.80	Medium	N/R

* N/R: No Rank

Table 8 presents male students employ affective strategies most in medium frequency (\bar{x} = 3.35) followed by metacognitive (\bar{x} =3.33) and compensation strategies (\bar{x} =3.30) among the main language learning Strategies. On the other hand, they use least social strategies with medium frequency (\bar{x} = 2.71).

4.10. Analysis of Comparison Concerning Main Strategy Preference by Male and Female

Table 9 shows male and female students' comparison concerning main strategies preferences.

Table 9: Female and Male Students' Main Strategies Preferences Comparison within Sex

No.	Strategy	Female	Male
		N = 54	N = 44
		Mean(\bar{x})	Mean(\bar{x})
1	Memory	3.19	3.18
2	Cognitive	3.30	3.27
3	Compensation	3.68	3.30
4	Metacognitive	3.31	3.33
5	Affective	3.22	3.35
6	Social	2.66	2.71
Total		3.23	3.19

As shown in Table 9 above, the data obtained from self-report questionnaire show that females use the first three main language learning strategies among the six language learning strategy more often than males do. This implies that female students use direct strategies (memory, cognitive and compensation) more often than male students do. On the other hand, male students use indirect strategies (metacognitive, affective and social) more often than female students. The researcher felt that the culture and social influence towards females might have been the reasons not to develop indirect language learning strategies such as affective strategies which enable them to reduce their anxiety and social strategies which enable them to be cooperative with others.

4.11. Analysis on Significance difference of the six main Strategies by Male and Female

Table 10: Independent Samples Test on Significance Difference on Strategies Choice by Male and Female

Strategy	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Memory	-.317	96	.752	-.215	.678
Cognitive	-.437	96	.663	-.657	1.503
Compensation	-1.568	96	.120	-1.093	.697
Metacognitive	-.561	96	.576	-.649	1.156
Affective	.673	96	.502	.391	.580
Social	.360	96	.719	.248	.689

As shown on the Table 10 above, where the study significance p-value is $< .05$ with degree of freedom ($df = 96$), the statistical significant value of memory is $p = .752$. This means that there is no significant

difference on using memory strategies by male and female students. In case of cognitive strategies the statistical significant value is .663 which means that this value is greater than $p = .05$. This implies that there is no significant difference by boys and girls on using cognitive strategies. For strategies such as compensation, metacognitive, affective and social, the statistical significant values are .120, .576, .502, and .719 respectively. All the statistics are greater than the $p = .05$. This means that there is no significant difference in all of the strategies by boys and girls on the preference the strategies.

Consequently, the above table shows that there is no significant difference on using all the six category of strategies by male and female students of this study.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Based on the above data presentation and analysis, the following conclusions are drawn.

- Female students use six main strategies in the range from medium to high frequency level. However, their overall use of strategy is at average frequency level.
- Male students use all six main language learning strategies at average frequency.
- As stated in the review literature, various studies claim that females use more strategies at higher level than their counterpart (Oxford, 1995, as cite in Okada et al., 1996; Oxford, Nyikos, Ehrman, 1988, as cited in Sunderland, 1992); and Kaylani, 1996, as cited in Liu, 2004). However, this study proves that female students use only compensation strategies at higher level than male students.

- Some studies suggest that social strategies were found to be used predominantly by females. (Green and Oxford, 1995, as cited in Cook, 2001). However, this study rejects this fact for the reason that social strategies are used more frequently by male students; and females use this strategy least.
- Both boys and girls are found to be low on being cooperative in conversations.
- Girls show low frequency on speaking without worrying about making errors on both the questionnaire and interviews data.
- The study reveals that there is no significant difference between male and female students on employing language learning strategy.

5. 2. Recommendations

Based on the conclusions stated above, the following recommendations are made.

- Female and male students use language learning strategies at average frequency level, so awareness- rising should be done to enhance students' use of strategy at higher and possibly at highest frequency. Therefore, language learning strategies should be included (as it was done for only few) in teacher's book and through that language teachers can encourage their students to use them. This is because studies show that the positive relationship between high use of language learning strategies and language performance (Oxford and Burry, 1993, as cited in Oxford and Ehrman, 1995).
- To increase the use of social strategies students should be encouraged to communicate each other or use any

opportunity to talk in English. It is recommended that teachers who are the closest examiners of their students learning activities are likely to create conducive environment for their students to enhance their interaction one another.

- Studies suggest that language learning strategies can be taught as a single subject (Williams and Burden, 1997). So, as female and male students overall use of strategies is average, the curriculum designers should prepare some programmes parallel with the English course for instance by attaching as appendix with students textbook.
- Teachers should encourage students in particular females to communicate freely by avoiding structural approach which is more concerned on grammar to enhance their freedom of speaking with out worrying about mistakes.
- Students themselves should take their own responsibility to employ various techniques and strategies to be good language learner.
- Further research is recommended to see other variables that could be the causes for the difference between boys and girls on language learning strategy use. For the reason that this study does not show any significant difference.

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Appendix A

Students' Questionnaire English Version
Addis Ababa University
Institutes of language studies
Department of Foreign Languages and Literature
Graduate Studies Programme

A QUESTIONNAIRE TO BE FILLED IN BY STUDENTS

Dear students

This questionnaire is designed for a study purpose. It has no any sort of evaluation intention and you are not evaluated based on the response you give to the questions. The success of the study depends on the will and genuine responses you give to the questions. Thus, you are asked to respond to the questions frankly and honestly.

Thank you in advance!

Instruction one: Complete the Following Background Information accordingly.

Background Information

Sex: female male **Age:** _____

Department: Social Science Natural Science

Instruction Two: Please read carefully learning strategies stated below in the following chart. Then, circle the number in the chart underneath to show how often you do the described learning strategies in accordance with the frequency you use which is indicated as follow:

- 1= Never true of me
- 2= Usually Not true of me
- 3= Some what true of me
- 4= Usually true of me
- 5= Always true of me

PART ONE	Never True of me	Usually not True of me	Somewha t True of me	Usually True of me	Always True of me
To Improve My English Language:					
1. I plan to improve my English language. eg. I have schedule to study English.	1	2	3	4	5
2. I try to find as many ways as I can to use my English.	1	2	3	4	5
3. I watch TV/Movies spoken in English language.					

	1	2	3	4	5
4. I use my own first language as a base to understand or produce the English language.	1	2	3	4	5
5. I try to reduce my anxiety when I Compete to do some difficult language learning tasks.	1	2	3	4	5
6. I use my English mistakes which I encounter in my learning to do better. e.g. Grammar mistakes	1	2	3	4	5
7. I never translate English language word- for-word.	1	2	3	4	5
8. I try to relax whenever I feel afraid of using English language.	1	2	3	4	5

PART TWO

To Improve My English

Vocabulary:

9. I think of the relationship between the words I already know and new English words I learn.	1	2	3	4	5
10. I use dictionary to know the word which I do not know.	1	2	3	4	5
11. I find the meaning of an English word by dividing it into parts that I understand. e.g. Unbreakable → Un - break -able	1	2	3	4	5
12. I look for words in my own language that are similar to new words in English.	1	2	3	4	5
13. To understand unfamiliar words, I make guess.	1	2	3	4	5

14. If I can not think of an English word, I use a word or a phrase that means the same thing. e.g. To use synonyms	1	2	3	4	5
15. I remember the new English words by making a mental picture of a situation in which the word might be used. e.g. Laugh, amuse and enjoy for happiness and fight, kill, cry for sadness	1	2	3	4	5
16. I connect the sounds of an English word and the picture of it to help me remember the word. e.g. Cat /kæt/ →what cat looks like	1	2	3	4	5
17. I use English words in a sentence so I can remember them.	1	2	3	4	5
18. I use the English word I know in different ways.	1	2	3	4	5

PART TREE

To Improve My English Language Speaking:

19. I practice my English speaking with other students.	1	2	3	4	5
20. I make cooperation in English conversations in group works.	1	2	3	4	5
21. I pay attention when others speak in English.	1	2	3	4	5
22. I try to guess what the other person will say next during conversation in English.	1	2	3	4	5
23. I try to give example or use gesture during conversations to avoid interruption.	1	2	3	4	5
24. I speak English freely without worrying about making errors.	1	2	3	4	5
25. I practice conversational phrase/ways/. e.g. ways of polite expressions	1	2	3	4	5
26. I look for people I can talk to in English.					

	1	2	3	4	5
27. I ask for repetition in English when I do not understand what the other person says.	1	2	3	4	5
28. I ask questions in English in classroom.	1	2	3	4	5

PART FOUR

To Improve My Reading Skills In English:

29. I use skimming skill (read over the passage quickly) to get the main idea of the text.	1	2	3	4	5
30. I use outside information or in side-the message clues to fill the gap in comprehension.	1	2	3	4	5
31. In order to understand a given text, I pay attention on content words (nouns, verbs, adjectives and adverbs) rather than functional words (articles, determiners, prepositions and auxiliaries) to understand the text .	1	2	3	4	5
32. I try to keep asking myself, “What information am I looking for?” when I read text.	1	2	3	4	5

PART FIVE

To Improve My Writing Skill:

33. I make summaries of information that I hear or read in English.	1	2	3	4	5
34. I plan the sequences of ideas before I write.	1	2	3	4	5
35. I write answers of the exercises, messages, letters or reports in English.	1	2	3	4	5

PART SIX

To Improve My Listening Skill Successfully:

36. I focus on sentence connectors ('sign post') e.g. Therefore, hence ...first, second ... etc to understand the relationship of the given text.	1	2	3	4	5
37. While I am listening to, I pay attention on the speaker's stress or					

intonation that he/she uses to convey meaning .	1	2	3	4	5
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38. I never feel anxiety when I listen to English speech.	1	2	3	4	5
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PART SEVEN

To Improve My English

Grammar:

39. I try to apply rules to make new sentences.	1	2	3	4	5
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40. I do grammar exercises or drills.	1	2	3	4	5
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Appendix C

Oxford's Strategy Inventory for Language Learners

Learning Strategy Inventory for Language Learners

Version 7.0 (ESL/EFL)

Author: R. Oxford (1989)

- Never true of me: also includes 'almost never true of me' – it does not happen very often in your learning behaviour.
- Usually not true of me: it happens occasionally in your learning behavior
- Somewhat true of me :it happens in a fairly regular pattern in your learning behaviour
- Usually true of me: it happens regularly and represents an obvious pattern in your learning behavior
- Always true of me : also includes ' almost always true of me'- it happens almost all the time and represents a strong pattern In your learning behaviour

LANGUAGE LEARNING STRATEGIES	FREQUENCIES				
PART A	Never true of me	usually Not true of me	somewhat true of me	usually ture of me	always true of me
1. I think of the relationships between what I already know and new things I learn in English.	1	2	3	4	5
2. I use new English words in a sentence so I can remember them.	1	2	3	4	5
3. I connect the sound of an English word and an image or picture of the world to help me remember the word.	1	2	3	4	5
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	1	2	3	4	5
5. I use rhymes to remember new English words.	1	2	3	4	5

6. I use flashcards to remember new English words.	1	2	3	4	5
7. I physically act out new English Words.	1	2	3	4	5
8. I review English lessons often.	1	2	3	4	5
9. I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign.	1	2	3	4	5
PART B					
10. I say or write new English words several times.	1	2	3	4	5
11. I try to talk like native English speakers.	1	2	3	4	5
12. I practice the sounds of English.	1	2	3	4	5
13. I use the English word I know in different ways.	1	2	3	4	5
14. I start conversations in English.	1	2	3	4	5
15. I watch English language TV shows spoken in English or go to movies spoken in English.	1	2	3	4	5
16. I read for pleasure in English.	1	2	3	4	5
17. I write note, messages, letters, or reports in English.	1	2	3	4	5
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	1	2	3	4	5
19. I look forwards in my own language that are similar to new words in English.	1	2	3	4	5
20. I try to find patterns in English.	1	2	3	4	5
21. I find the meaning of an English word by dividing it into parts that I understand.	1	2	3	4	5
22. I try not to translate word- for- word.	1	2	3	4	5
23. I make summaries of information that I hear or read in English.,	1	2	3	4	5

PART C					
24. To understand unfamiliar English unfamiliar English words, I make guesses.	1	2	3	4	5
25. When I cannot think of a word during a conversation in English, I use gesture.	1	2	3	4	5
26. I make up new words if I do not know the write ones in English.	1	2	3	4	5
27. I read English with out looking up every new word.	1	2	3	4	5
28. I try to guess what the other person will say next in English.	1	2	3	4	5
29. If I cannot think of an English word, I use a word phrase that means the same thing.	1	2	3	4	5
PART D					
30. I try to find as many ways as I can to use my English.	1	2	3	4	5
31. I notice my English mistakes and use that information to help me do better.	1	2	3	4	5
32. I pay attention when some one is speaking English.	1	2	3	4	5
33. I try to find out how to be a better learner of English.	1	2	3	4	5
34. I plan my schedule so I have enough time to study English.	1	2	3	4	5
35. I look for people I can talk to in English.	1	2	3	4	5
36. I look for oppotunities to read as much as possible in English.	1	2	3	4	5
37. I have clear goals for improving my English skills.	1	2	3	4	5
38. I think about my progress in English.	1	2	3	4	5
PART E					

39. I try to relax whenever I feel afraid of using English.	1	2	3	4	5
40. I encourage myself to speak English even when I am afraid of making mistake.	1	2	3	4	5
41. I give my self a reward or treat when I do well in English.	1	2	3	4	5
42. I notice if I am tense or nervous when I am studying English.	1	2	3	4	5
43. I write down my feelings in a language-learning diary.	1	2	3	4	5
44. I talk to some one else about how I feel when I am learning English.	1	2	3	4	5
PART F					
45. If I do not understand something in English, I ask the other person to slow down or say it again.	1	2	3	4	5
46. I ask English speakers to correct me when I talk.	1	2	3	4	5
47. I practice my English with other students.	1	2	3	4	5
48. I ask for help from English speakers.	1	2	3	4	5
49. I ask questions in English.	1	2	3	4	5
50. I try to learn about the culture of English speakers.	1	2	3	4	5

Appendix D

Interview Questions

1. What types of techniques do you use to improve your English language? How often do you use these?
2. What opportunities do you use to utilize English language? How often you do?
3. To improve your speaking skill, what techniques do you employ? How often?
4. While you are speaking in English, what do you use if you miss some words or phrase?

5. What strategy do you use to control your anxiety when you speak in front of people such as during presentation? How often?
6. To understand English comprehension what kinds of devices do you employ? How often do you use?
7. What techniques do you apply to understand unfamiliar words in the reading text? How often do you use?
8. To remember words that you have learnt what kinds of methods do you employ? How often do you use?
9. To improve your writing skills what kinds of ways do you use?
10. To improve your listening skills what kind of ways or devices do you employ? How often do you use?
11. What strategies do you employ to develop your English grammar? How often do you use?